

Departmental Heads as Middle Leaders: A Pivotal Role in Curriculum Implementation

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ABSTRACT

The departmental head (DH) is a central player in curriculum management and implementation in schools, although this role is traditionally ascribed to the school principal. They collaborate with others above, equal and below them to realise the school's ambitions and visions. They moderate work, monitor processes, and assess the progress of learners, teachers and the school. The latter creates connectiveness to enhance the quality of teaching and learning, ensuring the implementation of the intended and official curriculum. In addition, it weakens administrative rigidity, which often hinders progress. The effectiveness of DHs ensures positive outputs for their schools; however, this is not always the case. While there is still a lack of sufficient literature on their curriculum leadership roles, growing evidence of the contribution of DHs to curriculum implementation is notable, with more research being conducted on the subject. A qualitative research approach with a phenomenological philosophical foundation and an interpretative paradigm design was employed. The research followed a purposive sampling technique. The participants comprised 12 DHs. All DHs were experienced with three or more years as incumbents. Semi-structured, open-ended questions were used to collect data. This article discusses numerous views and findings from notable literature and empirical research to add to the available corpus of work on the subject. The body of work tends to relate to middle managers who lead from the middle to ensure successful curriculum implementation in schools. Although this might be a positive indication, the conclusion suggests that DHs, as middle managers responsible for curriculum implementation in schools, need training to cope with the challenges they face in the quest for curriculum implementation and positive, quality outputs.

KEYWORDS

Departmental head; middle leader; curriculum leadership; leadership; training and development.

INTRODUCTION

Middle leaders are those leadership ranks in school that have extra roles within and outside of the regular teaching and learning environments (Gear & Sood, 2021). These leaders have numerous areas where they have additional tasks and roles. The areas include, but are not limited to, learner guidance on the choice of subjects, head of curriculum, leadership of an extra or co-curricular activity, coordinator of sports or cultural activities, head of support for learners who require extra attention due to learning barriers, and leader of the school results improvement team (Edwards-Groves et al., 2023). Thus, in the context of this article, middle leadership is understood as tasks that occur outside the classroom and involve leadership.

Middle leadership in schools has progressed over the past few years and is linked to the hierarchies and structures of schools. A small school would require fewer middle leaders, but they would carry much higher workloads than a school with a bigger complement. The reverse is equally true, as bigger schools would have more middle leaders sharing the workload. Both scenarios would affect the work and quality of the leader's and learner's work in different ways, either positively or negatively. Of course, this also depends on the leader's abilities, personality, skills and knowledge of the work they are expected to carry through.

In general terms, middle leadership can be defined as the level of leadership sandwiched between the upper-school leadership headed by the principal and teachers in the classroom below the middle-leader level. They are basically "squeezed" between the two layers (Bassett, 2016). For this study, a middle leader would be a formally trained and qualified individual who assumes formal leadership duties as per the requirements of their post. In this regard, the departmental head (DH) is the most suitable position to be aligned with middle leadership in schools (Lipscombe et al., 2023). According to Bush (2023) and Lipscombe et al. (2023), middle leaders naturally lead subject areas, teams and or departments, where they play significant roles in curriculum leadership due to their specialised curricular proficiency in their fields.

Middle leadership is the hub of curriculum activity for their schools. Middle leaders are the principal's eyes and ears, providing crucial insights into what is really happening in the classrooms and across the school (Tapala, 2019). Fitzgerald et al. (2021) further state that middle leaders also translate the school's leadership visions into the tangible processes that lead to progress.

Middle leaders are pulled in multiple directions for attention in the school. Everyone needs their attention, and their position makes them the centre of attention, literally. Everyone from the top management of the school, teachers and learners seeks the attention of the middle leaders, such as DHs. They are critical wells of information (Harris et al., 2019) for everyone in the school, especially principals, who rely on them for classroom updates and information dissemination. The DHs gather, analyse and disseminate most of the information on curriculum issues.

LITERATURE REVIEW

During the literature review, the two primary concepts anchoring the article must be ventilated: the curriculum leader and the middle leader or manager. This is, in essence, about who is discussed and what they do. The latter has been sufficiently discussed in the introduction; therefore, the focus will be on the former in this section.

Curriculum leadership is regarded as a pivotal component of the school's processes to achieve quality standards for curriculum provisioning (Grootenboer et al., 2023; Nkambule, 2023; Ntuli & Mahlangu, 2023). It is a growing area of research worldwide, although it has not reached its full potential. According to Bano et al. (2021) and Bashir et al. (2022), curriculum leadership improves teaching and learning and influences school development. Principals and deputy principals are regarded as curriculum leaders in their own right (Chan et al., 2022), but practically have little or no access to classroom activities compared to the DH. As a middle and curriculum leader, the DH works with various people to align the school curriculum horizontally and vertically (Harris et al., 2019).

DHs as curriculum leaders are at the forefront of performing this role to ensure successful curriculum implementation. DHs plan, implement, and evaluate curriculum implementation in the school, placing them at the forefront of curriculum leadership because they understand classroom activities and identify areas of weakness in implementation. Not only do they know what is happening, but they also share information on what must be done to improve the implementation for better results. DHs can only do their work if their team members are aware of their vision for their departments and how to support the broader vision of the school. This function does not come without sweat. DHs must have considerable knowledge about what they do and how it should be implemented; hence, their appointment is based on their training, qualifications, expertise and knowledge of the subject area they lead.

From the onset, DHs require some form of leadership experience to perform the vital role of curriculum leadership (Dinham, 2007). The question then arises as to where and how the experience is acquired. Although this is not the focus of this article, it is an area of concern in many of the literature consulted thus far. The experience, confidence, expertise and skill acquired over time might assist the DH as middle and curriculum leader to motivate their teachers and learners to work efficiently in reaching their curriculum goals (Busher & Harris, 1999). However, two key concerns must be dealt with when investigating the role of DHs in leading teaching and learning: how they are impacted by the context or environments of their schools and the dual or amphibious configuration of their roles (Forde & Kerrigan, 2022). DHs are not only leaders, but also teachers of one or more subjects. Their world straddles leadership and teaching, making their work more challenging and sometimes confusing as they must be proficient in both roles. They are amphibious, as they must master both responsibilities with equal strength.

Context is always a determinant of how best the DHs do their work as teachers and curriculum leaders. Schools are located in various areas, and their internal environments differ

accordingly. These environments determine the contexts in which middle leaders work (Bryant, 2019). The principal's leadership style, the size and culture of the school, and the school's workforce regarding qualifications and age will always influence the middle leader's working conditions. These conditions certainly will influence the success or failure of the DH as middle and curriculum leader and whether the school progresses or not (Lárusdóttir & O'Connor, 2017). It is not only the context of the school that influences the work of curriculum leaders (Irvine & Brundrett, 2016). DHs must also possess the technical know-how of curriculum leadership and strategise on how best to implement the curriculum. Of course, this role is overwhelming (Lárusdóttir & O'Connor, 2017). In addition to context, technical knowledge, and the application of strategies in implementing the curriculum, DHs must teach one or more subjects (Basset, 2016). Sometimes these roles are confusing and depend heavily on internal interpretations (Javadi et al., 2017). Some interpretations are based on the individual DHs, while others are based on the principals' interpretations. It is crucial to have clear interpretations of the roles to lessen confusion and frustration (Leithwood et al., 2019).

Fitzgerald and Gunter (2006) concluded that leading curriculum implementation is not easy. As curriculum leaders, middle leaders need ample time to execute their work, which is not a privilege they have. There must be a sufficient supply of resources to execute their roles (Tapala, 2019; 2024). The school environment must be conducive and provide opportunities for relationship building to benefit curriculum implementation.

Middle managers monitor that teaching and learning are supervised, coordinate curriculum activities and moderate and monitor student learning and evaluation (Briggs, 2005). Instructional time must be protected by monitoring the timetable and ensuring that teachers are in class teaching during their periods. The interconnectedness of activities within the school, interaction among colleagues at all levels, and the management of processes, cultures, systems, and resources all encompass what curriculum leaders do (Grootenboer, 2018).

For middle leaders to influence change in how the curriculum is implemented in schools, they encourage and motivate their team members to be innovative, learn new teaching and assessment techniques (Grootenboer et al., 2015), and build relationships and trust among colleagues (Edwards-Groves et al., 2016). Among the other positives the leader should bring to the fore are collective leadership (Leader, 2004), knowledge management, the ability to work both in a team and independently, the capacity to work under pressure, and the ability to manage a project.

The literature review revealed some of the general roles and tasks performed by the DH as a middle manager and school leader. Among them, in no specific order, are performing in-school monitoring of learners' and teachers' work to evaluate the quality of work and scrutinise learning outcomes against the formal and informal tasks (De Nobile, 2014). The DH must also perform human resource tasks (Johansen & Hawes, 2016), including the induction of new staff members, particularly in their department and mentoring and coaching experienced and novice staff members. The DH must focus on curriculum implementation (Mthiyane et al., 2015; Tapala

et al., 2021) as per the set annual teaching, considering the scope and breadth of the work covered for a specific class or grade. There is a lot of administrative work to be performed (Department of Education, 2016), such as conducting meetings, following up on plans and decisions, record keeping, and receiving and sending written, verbal, and electronic information. Furthermore, they must advise the principal, school management team and School Governing Body about the most suitable candidates should a vacancy open in their departments. The DH must also be a good communicator to ensure that the curriculum is implemented as intended and that both internal and external policies are followed (Dinham, 2007).

As leaders, DHs cannot perform all tasks alone, but must delegate some of their responsibilities to their team members. This task is delicate because the correct personnel must be assigned these responsibilities; therefore, the application of the situational leadership theory is discussed below (Hersey & Blanchard, 1988). DHs are regarded as experts and specialists in their subjects and departments (Malinga et al., 2021). Therefore, they must, from time to time, demonstrate lesson presentations to their teachers and share the latest teaching techniques, approaches and knowledge about their subject (Frost, 2016). They should be researchers and stay abreast of the latest developments in the subject fields in which they specialise, which poses an immense challenge to them. It requires time and takes a toll on their well-being. Hence, continuous training is required for them to have current skills and knowledge about their subject while performing leadership and management roles for successful curriculum implementation (Mampane, 2017a; Tapala, 2023).

For curriculum implementation to succeed, leaders must be able to work with, for and through others to achieve what is envisaged. Middle leaders are part of a team, work in a delegated position for the principal (Department of Education, 2016), and achieve their goals by collaborating with others. In doing so, the middle managers ensure the promotion of quality learning and improved policy implementation. The position is demanding and needs commitment, dedication, resilience and skills from the incumbent (Tlali & Matete, 2021). The most significant influence on the DH's abilities and efficiency is training and development. Middle leaders must be oriented, inducted and continuously trained to become the best in what they do. Without the training, they will feel overwhelmed, incapable, confused and set up for failure. The principal must ensure that the middle leaders are well-trained and kept abreast of the latest developments in education. It is also the responsibility of middle leaders to seek and take such opportunities when presented with them to better themselves and share their knowledge, practices and developments with their team members, thereby helping to reach the department's and school's targets and vision.

THEORETICAL FRAMEWORK

DHs continuously oscillate between managing the school and the classroom, performing tasks and roles that require different approaches to complete. They also need to teach, which requires a different mindset, as they are now dealing with minors instead of adults, unlike when

they perform their administrative duties. This issue is a significant challenge for them. For the reasons canvassed above, this study followed the Hersey–Blanchard Situational Leadership Model (HBSL Model) as its theoretical framework (Kalane & Rambuda, 2022). The HBSL Model suggests that a specific leadership style is optimal and that the appropriate leadership style at any given moment depends solely on the situation (Hersey & Blanchard, 1988). Managing learners and teachers at different levels, the HBSL Model advocates for managing the changing levels of a leader's subordinates and circumstances differently, as dictated by the prevailing circumstances.

Therefore, Busari et al. (2020) argue that leaders, such as DHs, are obliged to modify their leadership styles to their subordinates' skills and tasks linked to and relevant to the relationship. DHs always face situations where they must adapt to ever-changing, fast-paced workspaces. DHs should adjust their leadership style based on the maturity levels of their teachers and the prevailing environment at their schools (Kalane & Rambuda, 2022). Therefore, the DHs should be aware that different subordinates at different levels of professionalism will require matching leadership styles. The leadership approaches can oscillate between four behaviours—telling, selling, participating, and delegating—to successfully implement the curriculum in their schools (Kalane & Rambuda, 2022). During telling, DHs may give teachers clear directions and supervise them closely. When selling leadership, the DHs might try to persuade and sell their ideas to subordinates by not fully explaining how the tasks are done, allowing the subordinate to work their way through. When applying the participating style, DHs share thoughts and decisions with inexperienced and confidence-lacking teachers to effectively perform teaching and curriculum-related tasks assigned to them. During delegating, the DH permits teachers to take responsibility for their decision-making. This model is suited for the DHs who carry the immense responsibility of curriculum leadership. They will have ample time to focus on areas that require more attention while letting others take responsibility, delegating specific tasks with confidence to meet the required results.

METHODOLOGY

The data generated in this research were surmised by examining journal articles dedicated to leadership in education research in general, with a focus on those addressing middle management and leadership as a central point of curriculum implementation. The articles included those written by the leading authorities in the research of middle management and leadership, such as Hersey and Blanchard (1988); Fitzgerald and Gunter (2006); Dinham (2007); De Nobile (2014); Leithwood (2016) Javadi et al. (2017); Lárusdóttir and O'Connor (2017); Grootenboer (2018), Harris et al. (2019); Fitzgerald et al. (2021) and Lipscombe et al. (2023). The research data sources comprised ERIC, ResearchGate and Google Scholar. This list may not be exhaustive, but it generalises the data collection sufficiently. Together with the empirical research from the conducted interviews, it provided a well-rounded corpus of evidence about middle managers, in this case, the DHs.

A qualitative research approach with a phenomenological philosophical foundation (Merriam & Tisdell, 2016) and an interpretative paradigm design (Thomas, 2017) was employed. The research followed a purposive sampling technique. The participants included 12 DHs from six secondary schools in the Bojanala Education District of the North West Province in South Africa (Merriam & Tisdell, 2016). All the DHs were experienced with three or more years as incumbents. Four schools were rural, and the other two were urban. The four rural schools were from quintiles one to three (Q1–3) and the two urban schools from quintiles four to five (Q4–5). The quintile system is used in the South African education system to categorise schools for funding purposes. Q1–3 schools are located in disadvantaged communities, primarily rural areas and informal settlements, and are heavily subsidised by the government. These schools are unable to raise funds or receive sponsorships, and the parents are unable to afford school fees or purchase learner support materials. Q4–5 are primarily urban schools, where parents can afford to pay school fees and other school requirements. The latter receives less subsidy from the government due to the average to high economic income status of parents. These schools also receive donations and sponsorships from private citizens and companies, and the school governing bodies can raise funds for them.

Semi-structured, open-ended questions were used to collect data during individual interviews. The interviews were used to corroborate data sourced from the literature review. A pre-determined interview schedule to define the line of questioning was used guide the interview process (Merriam & Tisdell, 2016). Field notes were also taken to contextualise the collected information. The participants were interviewed at their schools after classes to avoid disturbing learning and to ensure low noise levels as learners left for home. The interviews varied from 35 to 60 minutes. Electronically recorded data were transcribed, and thematic data analysis was used for interpretation. The ESREC ethics committee cleared the case, and an ethics certificate was issued. Permission and approval to conduct the research were granted by all relevant bodies, including the Department of Education, school principals and school governing bodies. Consent was obtained from all participants by having them sign consent forms. Trustworthiness was ensured by performing member-checking to verify the accurate representation of the research data for each participant.

Thematic analysis and coding were applied during data analysis among other things to make sense of large data sets, answer research questions and for its flexibility. Data analysis started as soon as it was collected to avoid forgetting and missing out on emerging patterns. The data was organised, categorised, synthesised and analysed accurately as patterns and consistencies emerged (Merriam & Tisdell, 2016), which are important in drawing conclusions and formulating recommendations.

FINDINGS

The findings from the literature review and semi-structured interviews were merged because some overlapping themes were noted. The findings revealed several roles that the DHs perform

to successfully implement the curriculum in schools. The roles are presented in the five broad themes derived from the literature review and the collected data (Thomas, 2017), and are

- monitoring learners' and teachers' work,
- human resource tasks,
- administrative work,
- communication and
- leadership.

The themes are discussed below.

Monitoring learners' and teachers' work

For the successful implementation of the curriculum in schools, DHs must ensure that they monitor learners' and teachers' work and conduct follow-ups. The DHs' responses regarding the first theme include:

"The HOD is also responsible for planning, organising, leading and controlling... Controlling is all about controlling the activities of those educators that are in my department... Leading is all about motivating and inspiring them." (DH12)

"... making sure that teaching and learning is taking place properly". (DH11)

"... to make sure that they follow my (monitoring) plan as a whole... I have my own (monitoring) plans..." (DH2).

The data analysis indicates that DHs must implement effective measures to monitor the quality of teaching and learning. They must ensure that what teachers teach is aligned with the annual teaching plans (ATP) and the Curriculum Assessment Policy Statements (CAPS). Monitoring the alignment of lesson plans to the ATPs in their respective departments is also a critical monitoring role that DHs play. Additional roles emanating from the analysis include overseeing adherence to the times allocated for each subject on the timetable as per CAPS regulations, distributing learner–teacher support materials, and monitoring the overall quality of teaching and learning.

Human resource tasks

The second theme on the roles of DHs was human resource management. DHs supervise teachers directly as their line managers. The DH appraises, evaluates, trains, and supports their teachers for professional development. Additionally, DHs shared that additional human resource management roles include providing advice to the school management team on the recruitment, appointment, and allocation of responsibilities to teachers. Further, they develop and train teachers on curriculum-related issues, coach, motivate, mentor, orient, and induct them, and delegate tasks accordingly. Some responses from DHs included:

"We do induction of new teachers" (DH5)

"I assist with allocation of subjects to the teachers" (DH11)

"... we induct them... develop them..." (DH7)

"... induction to the new educators..." (DH6)

"... to develop them... to induct them..." (DH7)

"Conflict among others... sometimes labour related issues... refer those to unions..." (DH6)

This theme indicated that DHs are key in welcoming newly appointed teachers, making them feel at home, showing them how the school operates, and inducting them into the school's culture. They are also critical in supporting the principal in managing school personnel. DHs are responsible for staff appraisal of teachers who report to them in their respective departments. Teachers are appraised through the quality management system, where the DH directly supervises the teachers who report to them. Development also takes the form of meetings, workshops and participating in continuous professional development, which the DH oversees and ensures teachers participate in and report on annually. As line managers, DHs deal with daily conflicts, which they must resolve or refer if the matter requires further intervention from the principal.

Administrative work

The third theme is administrative work. The DH has many tasks to ensure the successful implementation of the curriculum. The DH is expected to perform several roles. Administration is prominent among these roles. Administration includes setting examination scripts, moderating assessments and examinations, analysing and recording learner and teacher performance and communicating with parents. The interviews presented the following:

"How to analyse the results." (DH2)

"... recording... keeping records... Putting information into the computer. Storing information, in fact, I have to move away from filing and use the more modern method of record keeping." (DH3)

"... to have record books for teachers, minute books, which is, I think, minute books, it's very important. So now you have to record everything, you do everything on paper, yes." (DH6)

Apart from performing leadership roles, they are always engaged in administrative work. They keep learner assessment records and feed them into the school's information management system, where performance records and reports are generated. The DH keeps monitoring records for learners and teachers for feedback and dissemination purposes. Furthermore, DHs keep records of all the learning and teaching materials of their departments. They analyse the assessment records and disseminate the policies and procedures of their departments.

Communication

The fourth theme from the literature review and interviews with the DHs is communication, which they mention helps them share information and implement the curriculum. They communicate by holding internal workshops, which create platforms and opportunities for them to listen to one another. They also conduct morning updates to share with teachers what they can expect on the day. HODs stated that they hold meetings for communication purposes. Their responses included:

"Our communication flows... We have a meeting almost every week, but some are not formal meetings... for instance, if we have circulars that we need to discuss... it is where we announce it all... We speak about the progress of the school... problems... changes...." (DH8)

"... we call it departmental meetings... let them talk and discuss and suggests... criticise you, criticise constructively... discussing... each subject..." (DH11)

"I call them circulars, and I number them like, circular 1 if it's the first circular of the year, I call it circular 01/18, and so on and so on." (DH6)

"I normally hold the meetings with my teachers, addressing several aspects in connection with the subject delivery... to ensure that the content is covered as per the dictate of the annual teaching plan." (DH3)

"... I also have information book that I use to communicate with educators... the information book to remind them to about the submission... the morning briefing... and even the school WhatsApp." (DH5)

DHs are located in the middle of the school's hierarchy. Their position is found between the top management of the school and the teaching core below them. They serve as information intermediaries between the two levels. This theme indicates that the DHs serve as information carriers, explaining the objectives of their department and the responsibilities of teachers to their teams. They convey information to their department, encourage open communication through meetings, share updates on developments, and keep school management teams informed about departmental activities. In addition, DHs engage with external stakeholders, including parents, other schools, community organisations, and governmental departments such as health and social welfare. They also represent the school in meetings and other public activities on behalf of the principal, as indicated in the Personnel Administrative Measures (Department of Education, 2016).

Leadership

The fifth theme, also prominent in the literature and interviews, is leadership for the successful implementation of the curriculum. Leadership makes its position significant in curriculum implementation by guiding individuals and groups towards achieving common targets. Decisions and conclusions are negotiated through dialogue. DHs strive to make teachers feel appreciated on curriculum matters and must act as a team member while leading. The DHs' responses are recorded below:

"To account as a leader... be polite... be approachable... plan... don't want to be rude... look at them with no authoritative face... make them be free... let them lead... criticise constructively... communicate with staff... keep time and be punctual all the time..." (DH11)

"... lead, give information... make them feel comfortable, like their job, make them feel they are needed as educators... set an example... enlighten them... do motivational speaking..." (DH9)

"You have to stay positive... Make your decisions but be accountable with those decisions." (DH1)

“Yeah, on the side from the learner, I must act as a parent, as one is looking after his sheep, you know. I have to be parent, fatherly. And I have to give guidance to learners just as a parent. I have to help with the welfare...” (DH3)

As leaders, DHs provide vision and strategic planning for their departments. They also manage their departments’ budget and allocate and distribute resources to their team members. In addition, the DHs supervise and conduct staff appraisals and evaluations to monitor performance, ensuring quality assurance and improved curriculum delivery. They assist the principal in identifying and hiring talent in their departments. The DHs serve as role models for ensuring productivity and efficiency for their teams.

DISCUSSIONS AND RECOMMENDATIONS

The findings indicate that the position and work of DHs are critical for the successful implementation of the curriculum in schools (Khoza & Ngcobo, 2025). They are both teachers and leaders, placing them in a good position to understand and manage the curriculum. Bush (2023) states that “Middle leaders are crucial to the development of instructional leadership because they have the specific curricular expertise to lead and manage their subjects, to enhance student outcomes and to underpin school improvement.” As part of their appointment criteria, the DHs must possess knowledge and skills in a subject or learning area, making them experts in their field. The expert knowledge is crucial for leading the department, sharing new developments with the team, and leading by example. DHs lead the implementation of education policies on behalf of the Department of Education through their teams (Tang et al., 2022).

The position is demanding, as DHs lead from the middle, posing significant strain due to the demands for their attention from various sides (Grootenboer et al., 2019). The position requires DHs to lead as part of the school’s management team and the department they head, while also being expected to teach one or more subjects in their departments (Skerritt et al., 2023). They face challenges acting as “go-betweens” between principals and teachers, resulting in leadership tensions, such as balancing support with monitoring and leading while acting as teachers in the classrooms (Lipscombe et al., 2023). There is an increasing demand for competency across all aspects of their job duties, and the problems they face become more difficult.

For DHs to perform their work with ease, they will require support from all quarters. There are growing demands for competence in all areas of their responsibilities, and the challenges they encounter are becoming increasingly complex (Kruse, 2022). This demand requires constant upskilling to match the demands of their work and keep pace with new and current developments in their fields. They will require constant training and development (Mampane, 2017b). Principals can provide internal training (Brown et al., 2002), as they understand the context of their schools. The Department of Education can provide external

training based on national and international developments in curriculum leadership, generally, and subject specialisation, in particular.

CONCLUSION

Middle leaders are the heartbeat of the school's curriculum implementation. They are the unsung heroes who make things happen and directly support the senior leadership of the school. They ensure classroom activities proceed smoothly by monitoring timetable adherence and ensuring that teaching and learning occur as intended. Therefore, it is critical to provide training to this cohort of leaders. Middle leadership in schools oscillates as they move from level to level and side to side. The role often deals with competing and contrasting expectancies. Middle leaders, such as DHs, might find their roles gratifying. However, being a teacher and a leader simultaneously is no walk in the park. For recently employed DHs, traversing expectations and coping with the shift from being equals to leaders in the same school is a big step and challenge. Therefore, they will need lots of support, training and development to boost their success in curriculum implementation.

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